

# School Report Card - Hanover Middle

## Hanover Middle (01220305)

**Edward S Lee, School Principal**

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### Report Card:

This report includes information on the school's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level, and for particular student populations. Comparison data from the district, the state, and from 2001 are also provided. In addition, this report includes other information as required by the federal *No Child Left Behind* act.

### Mission Statement:

The mission of the Hanover Public Schools is to guide every student to thrive in a global society

Enrollment (2002-2003)			
	School	District	State
Race/Ethnicity			
White	97.7 %	97.7 %	75.1 %
African-American	0.5 %	0.7 %	8.8 %
Hispanic	0.6 %	0.4 %	11.2 %
Asian	1.3 %	1.2 %	4.6 %
Native American	0.0 %	0.0 %	0.3 %
Gender			
Male	51 %	50.5 %	51.5 %
Female	49 %	49.5 %	48.6 %
Selected Population Enrollment			
Limited English Proficiency	0.0 %	0.0 %	5.3 %
Low-income	3.5 %	2.5 %	26.2 %
Special Education	17.2 %	17.8 %	15.2 %
Migrant	0.0 %	0.0 %	0.2 %
TOTAL COUNT	853	2,729	982,152

**Grades Offered:** 05, 06, 07, 08

**Percent of teachers licensed:** 100%

**Percent of core academic classes taught by highly qualified teachers:** 98.4%

School Report Card - Hanover Middle  
Grade 06 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	174	100	13	46	32	9
Disabled	23	100	0	0	35	65
<b>GENDER</b>						
Female	103	100	8	40	37	16
Male	94	100	15	41	28	16
<b>RACE/ETHNICITY</b>						
African American/Black	1	100				
Asian or Pacific Islander	3	100				
Mixed or Other	6	100				
White	187	100	11	42	34	13
<b>FREE LUNCH</b>	7	100				
<b>ALL STUDENTS</b>						
2002	197	100	11	41	32	16
2001	229	100	28	38	24	10
<b>DISTRICT</b>						
2002	199	100	11	40	32	17
2001	229	100	28	38	24	10
<b>STATE</b>						
2002	78561	99	13	28	29	29
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



School Report Card - Hanover Middle  
Grade 07 - English Language Arts

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	204	100	16	79	4	0
Disabled	28	100	0	39	57	4
<b>GENDER</b>						
Female	111	100	19	72	9	0
Male	121	99	10	77	12	1
<b>RACE/ETHNICITY</b>						
African American/Black	1	100				
Asian or Pacific Islander	2	100				
Hispanic	3	100				
Mixed or Other	6	100				
White	220	100	15	75	10	0
<b>FREE LUNCH</b>	8	100				
<b>ALL STUDENTS</b>						
2002	232	100	14	75	11	0
2001	220	99	14	66	19	2
<b>DISTRICT</b>						
2002	233	100	14	74	11	0
2001	220	99	14	66	19	2
<b>STATE</b>						
2002	76710	97	9	55	28	8
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



School Report Card - Hanover Middle  
Grade 08 - Mathematics

	Participation		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
Regular	197	100	18	38	40	5
Disabled	23	100	0	13	22	65
<b>GENDER</b>						
Female	108	100	19	34	39	8
Male	102	100	14	38	35	13
<b>RACE/ETHNICITY</b>						
Mixed or Other	1	100				
White	209	100	16	36	37	11
<b>FREE LUNCH</b>	3	100				
<b>ALL STUDENTS</b>						
2002	220	100	16	35	38	11
2001	192	99	20	36	35	8
<b>DISTRICT</b>						
2002	221	100	16	35	38	12
2001	192	99	20	36	35	8
<b>STATE</b>						
2002	74890	98	11	23	33	33
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						

Adequate Yearly Performance of School										
Gr	Subj	Base PI	Imp. Target	Cycle II PI	Perf. Rating	Imp. Rating	AYP 99	AYP 00	AYP 01	AYP 02
7/8	ELA	92.5	+ 1.1	96.4	Very High	Above Target	Y	Y	Y	Y
7/8	MTH	75.1	+ 3.6	79.1	Moderate	On Target	Y	Y	Y	Y



## Data Definitions

### Enrollment

**Limited English Proficient:** are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

**Low Income:** An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

### Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

### Percentage of core academic classes taught by highly-qualified teachers:

The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

### MCAS Student Status:

**Regular:** Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities:** Students who have an individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient:** They are defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

### Race/Ethnicity:

This data is collected on the MCAS test, and is collected differently than in the enrollment statistics. Students have the option on the MCAS of selecting more than one racial/ethnicity descriptor, and "other" is an option.

**Eligible for F/RP Lunch:** Students eligible for free or reduced price lunch.

### Performance Level Definitions

(A) Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

### **Adequate Yearly Progress Performance (School)**

Information on the DOE's school performance rating process can be found at <http://www.doe.mass.edu/ata/sda.html#sprp>.

**Base PI** - The cycle II **baseline proficiency index**. This measure is based on the 1999 and 2000 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

**Imp. Target** - The school's **improvement target** is the proficiency index points needed, every two years, to close the gap between the baseline and the NCLB goal of all students proficient by 2014.

**Cycle II PI** - The cycle II **proficiency index**. This measure is based on the 2001 and 2002 MCAS results and is an indicator of how close the school is to having all of its students Proficient or Advanced.

**Perf. Rating** - The **performance rating** is based on the cycle II PI. The six ratings are Very High, High, Moderate, Low, Very Low, and Critically Low.

**Imp. Rating** - The **improvement rating** is based on the actual change in the proficiency index, from the baseline to the end of the cycle, compared to the improvement target. The five ratings are Above Target, On Target, Improved Below Target, No Change, and Declined.

**AYP** - A determination of whether the school has made "adequate yearly progress".